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ABSTRACT

This book, which is part of a series of publications designed to introduce teachers, researchers, and policymakers to topics of current concern in the field of education, analyzes how recent attempts by Great Britain's government to create a national system of vocational education and training have marked a profound shift in both educational policy and underlying concepts of the purpose of education. The analysis is performed within the framework of the concept of the "new vocationalism," defined as a "complex amalgam of ideas, policies, legal and regulatory structures, and practical endeavors whereby the nation's education and training systems have been reformed and restructured through government-led, partnership-type initiatives." The analysis is organized into chapters dealing with the following topics: emergence of the "new vocationalism"; educational foundations for working life; the core learning challenge; the "schooling" and "working life" models; national moves toward a new vocationalism in England and Wales; origins of vocationalism in England and Wales; new schemes for training British youth; vocational initiatives for schools and colleges involving partnerships with business and industry; and the goal of education and training for all youth. Contains 527 references. (MN)

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